

Spanish 3 Pacing Guide

1st Nine Weeks Preliminary Lesson – Unit 2	2nd Nine Weeks Units 3-4	3rd Nine Weeks Units 5-6	4th Nine Weeks Units 7-8
<u>Vocabulary</u> Descriptions of self and others, describe daily routine, talk about pastimes, nature, activities, skills, vacations, media & the community, make requests/recommendations, express opinions	<u>Vocabulary</u> Technology, environmental issues, obligations/responsibilities, points of view, evidence to support opinion, express wishes & desires, express doubt, denial, & positive and negative emotions	<u>Vocabulary</u> Personal items, express what does or doesn't exist, report what others said, daily activities, talk about neighborhoods, build on descriptions of places, people and things, discuss history of a place	<u>Vocabulary</u> Discuss work & school activities, career possibilities, narrate the past, hypothesize, critique literature, link events & ideas, interpretations on literature, & giving opinions on what you have read
<u>Grammar</u> <i>Review quarter</i> Conjugations in the present, preterite and imperfect tenses, ser vs. estar, gustar & verbs like gustar, commands, & impersonal expressions	<u>Grammar</u> Future tense, <i>ir+a+infinitive</i> (near future tense), and begin present subjunctive, suffixes, & comparatives & superlatives	<u>Grammar</u> Continue with present subjunctive, expressions with <i>sea, qué</i> vs. <i>cuál</i> , conditional tense, reported speech, past participles as adjectives, present, past & future perfect tenses	<u>Grammar</u> Imperfect & perfect subjunctive tenses, sequence of tenses, past progressive, conjunctions, & application of grammar to understanding a novel in the Spanish language
<u>Reading</u> Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)	<u>Reading</u> Continue reading activities based on vocabulary and grammar Build on the reading comprehension activities from Q1 by applying them to poetry	<u>Reading</u> Continue reading activities based on vocabulary and grammar Build on the reading comprehension activities from Q1-3 by applying them to short stories	<u>Reading</u> Build on the reading comprehension activities from the first three quarters by applying them to a novel in Spanish <u>Novel:</u> <i>Como agua para chocolate</i>
<u>Writing</u> Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i>	<u>Writing</u> Persuasive essay in Spanish <i>Quarterly project demonstrating writing ability</i>	<u>Writing</u> Comparative essay in Spanish <i>Quarterly project demonstrating writing ability</i>	<u>Writing</u> Textual analysis in Spanish <i>Quarterly project demonstrating writing ability</i>

**Source for Standards: GeorgiaStandards.org

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<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, practice understanding class instructions & responses to questions, almost no English in lessons & class instructions</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, almost no English in lessons & class instructions</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, almost no English in lessons & class instructions</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, almost no English in lessons & class instructions</p>
<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to the novel, its presentation of culture & the project relating to it <i>Quarterly project demonstrating speaking ability</i></p>
<p style="text-align: center;"><u>Culture</u></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><u>Culture</u></p> <p><i>Day of the Dead project</i> Learn about traditions of natives to various Spanish-speaking countries discussed in the units <i>Day of the Dead activities & project</i></p>	<p style="text-align: center;"><u>Culture</u></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><u>Culture</u></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units <i>Cinco de mayo activities & Food project</i></p>

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<u>Standards</u>	<u>Standards</u>	<u>Standards</u>	<u>Standards</u>
<p>MLIII.IP1D: Give detailed descriptions.</p> <p>MLIII.IP1E: Give and follow detailed instructions.</p> <p>MLIII.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.</p> <p>MLIII.IP2A: Participate in extended oral and written activities reflecting the present.</p> <p>MLIII.IP2: The students apply familiar vocabulary and structures to new situations.</p> <p>MLIII.INT1A: Identify main ideas and supporting details from a variety of sources.</p> <p>MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</p>	<p>MLIII.IP2C: Exchange information through conversations, notes, letters, or e-mail on familiar topics.</p> <p>MLIII.INT1A: Identify main ideas and supporting details from a variety of sources.</p> <p>MLIII.INT1B: Understand culturally authentic materials and information.</p> <p>MLIII.INT1C: Demonstrate comprehension of current events and issues presented through print and electronic media.</p> <p>MLIII.INT1F: Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p> <p>MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</p> <p>MLIII.IP2B: Begin to participate in oral and written activities reflecting the future and past.</p>	<p>MLIII.INT1E: Understand simple connected discourse.</p> <p>MLIII.IP2E: Begin to self-correct.</p> <p>MLIII.P1B: Produce brief oral presentations in the present with increasing proficiency.</p> <p>MLIII.P1C: Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.</p> <p>MLIII.INT1F: Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p> <p>MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</p>	<p>MLIII.P1B: Produce brief oral presentations in the present with increasing proficiency.</p> <p>MLIII.P2B: Prepare and present original essays, poetry, skits, or stories in the target language.</p> <p>MLIII.P1C: Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.</p> <p>MLIII.INT1F: Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</p> <p>MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</p> <p>MLIII.CCC4B: Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.</p>

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